

# Grade 5-8 Social Studies (8 scholars)

## Top 20 Defects in CDE Draft Content Framework

### Grade 5 - US History and Geography: Making a New Nation

1. Content Framework (CF) incorrectly claims the new nation comprised immigrants from all over the globe influenced by a number of religions. Actually, early settlers were colonists from the British Empire and Western Europe who came to America seeking freedom to practice Christianity as they saw fit, within numerous denominations. Some Jews also came.
2. CF claims that Puritans established a society "intolerant of religious dissent and diversity." In fact, our founders (Franklin, Adams, Jefferson) credited the Puritans with our American concepts of liberty and freedom of worship.

### Grade 6 – World History and Geography

3. The origins of man exclude a teleological explanation and only provide the unproven materialistic evolutionary hypothesis.
4. When the Roman army destroyed the Second Temple in Jerusalem, the CF incorrectly says that the Jews fled Canaan. Judea and Israel were the names of their homeland when the Romans attacked, slaughtered and enslaved the Jews. The area was renamed Syria-Palestina by Emperor Hadrian in an effort to erase the memory of the Jews. This is an important fact, which today's students should know. The 7<sup>th</sup> grade CF also applies a misnomer when it calls the region that was attacked by Romans, Palestine, instead of Judea and Israel.

### Grade 7 - World History and Geography: Medieval and Early Modern Times

5. The Atlantic slave trade from Africa is cited as a European colonial phenomenon. The CF ignores the history of Arab Islamic black African and Trans-Saharan slave trade that has been institutionalized from the 7<sup>th</sup> century to the present. The scholar, Thomas Sowell estimates 14 million black Africans were enslaved under Islam. Other historians have estimated the figures to be far higher, because millions of slave deaths were incurred during transit and forced castration for eunuchs. These facts are critical to understanding current continuing encounters with enslavement and sexual jihad by Muslims.
6. The CF fails to mention that under Constantine, when Christianity dramatically spread, conversion to Judaism was forbidden and other anti-Jewish decrees were issued.
7. The CF states that the Quran promotes equality and justice but fails to explain that equality and justice only apply to male Muslims, not women nor non-Muslims. The CF should reveal that under Islamic sharia law polygamy, physical chastisement of wives and unequal gender treatment in courts are practices.
8. The CF selects various cities to focus student attention, called Sites of Encounter. Baghdad is described during the Abbasid Caliphate, starting in the 8<sup>th</sup> century, as a society with "coexistence" (an ahistorical term) between Muslim, Christian and Jewish scholars. The CF ignores the humiliating circumstances forced on most of the non-Muslim population, called dhimmi, who experienced confiscatory taxes (jizya), clothing restrictions (yellow patches for Jews and blue for Christians) and periodic episodes of rape and forced conversions.
9. The CF falsely claims that Muslims did not force Christians or Jews to convert. History records that forced conversions were decreed under all early Islamic dynasties – Umayyad, Abbasid, Fatimid and Mamluk. Extensive forced conversions were also recorded under later dynasties including Seljuk and Ottoman Turkish rule, the Shi'ite Safavid rule, Delhi Sultanate and Moghuls.
10. The CF skims the history of Muslim invasions of India from the 9<sup>th</sup>-14<sup>th</sup> centuries to loot its vast wealth of jewels, gold, silver, silk, indigo and slave trade for harems. Buddhists and Indians were considered to be polytheists or pagans and given only the choice to convert or die. The Northern Buddhists were slaughtered to extinction. Millions of Hindus suffered genocide under Muslim jihad Warriors such as Mahmud Ghaznavi (11<sup>th</sup> century) and Amir TImur (14<sup>th</sup> century.) Students should be aware of the history of decapitation and genocide in India.



11. There is an incongruous description of Jerusalem at the back of the UC Davis description of Mali, a 7<sup>th</sup> grade West African Site of Encounter. The obvious agenda-driven description of Jerusalem lacks a proper significant Jewish history component, and instead concentrates on Muslim history.

#### Grade 8 – US History and Geography: Growth and Conflict

12. The Civil War is described as “unpopular” with Northerners from beginning to end. This over simplification is belied by the long involvement and efforts of northern churches, parishioners and abolitionists to end slavery.
13. The CF describes American Indian relocation and the reservation system using inappropriate modern terminology like “gender diversity” and “male-headed nuclear family” which muddles, distracts from and disrespects a serious consideration of these disruptions of Native American life.
14. The influence of Christianity on the founders is mostly ignored by the CDE 8<sup>th</sup> grade CF. The discussion of the concept of “natural rights” is the perfect place to reintroduce the essential importance of Judeo-Christian teachings. Our founder’s American sense of morality, liberty, education of youth and virtue derived from Judeo-Christian religious teachings, which they considered essential to achieve and perpetuate the republic.

#### Grade 9 – Elective Courses in History-Social Science

15. The CF concentrates on negative human environmental influences such as deforestation, pollution, soil degradation and climate change but not positive or preserving human activities such as medicinal, disease control, environmental protection, erosion control, water purification and forest fire control.

#### Grade 10 – World History, Culture, and Geography: The Modern World

16. The CF incorrectly describes the Balfour Declaration as granting the Jews a homeland in Palestine instead of recognizing the right of the Jews to their homeland.
17. When discussing the WWII holocaust, the CF inappropriately warns the teacher against a student reaction “to apply moral judgments to all Germans who participated in the extermination.” Students should be encouraged to judge history morally.
18. The CF does not address the critical concepts and history of Islamic jihad and sharia law and their perpetration in the modern world. Jihad allows terror and violence to be used to spread Islam. Sharia law allows amputations of hands and feet for theft and the death penalty for homosexual behavior or conversion out of Islam (apostasy) to another religion. The modern world and in particular, Western Civilization, is facing these severely disruptive challenges, ideologically and militarily.

#### Grade 11 – US History and Geography: Continuity and Change in Modern US History

19. The CF misleadingly asks the question, “What are the tenets of American democracy?” Our founders rejected democracy with its majority rule. They purposely instituted a republic with representative government and separation of powers.
20. The progressivism of Roosevelt is presented positively precluding critical thinking about possible negative effects concerning increased regulations, welfare programs, expanding government and deepening economic depression. The CF does not mention the Japanese total resistance to surrender and the human cost of a full-scale invasion of Japan when discussing Truman’s decision to use atomic weapons. The CF wrongly states that “Reagan vowed to expand the military and the Cold War,” which is specious since his avowed desire was to defeat the totalitarian communist Soviet Union to end the Cold War.

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historytextbooks@gmail.com